



Development, Validation and Pilot Testing of Project KKK (Kalig on sa Kalidad nga Kahibalo): a Strategic Intervention Material in Araling Panlipunan 9

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Abstract

The project was developed, validated, and put through a pilot test in this study. There were three major phases material improvement in view of least educated abilities convenience and content approval, and pilot testing of approved material to guarantee viability. Validity tests demonstrate that the content was precise, age-appropriate, and specific, and that the evaluators gave it a high rating. There was no difference in content or usability, as indicated by the high negative correlation. It could be an activity for remediation, extra credit, or fun. The null hypothesis is rejected by pilot testing with a value. It suggested that the material should be implemented and used as a model throughout the division because it was extremely effective. Additionally, the fact that this research will assist educators in making lessons more interactive and bridging the gap on the pervasive issue of least learned competencies makes it significant. Since teachers are now expected to use innovative instructional applications or materials to effectively teach, this study remained useful after the pandemic. The creation of based interactive video lessons and validated intervention materials made this study stand out.

Keywords: Development, Validation, Pilot Testing

INTRODUCTION

According to Alvarez (2020), the threat posed by COVID-19 had a significant impact not only on the health, tourism, and economic sectors but also on the global education system. As a result of this emergency, face-to-face activities at educational institutions in over 190 countries have been frequently suspended to limit the virus's spread and impact (UNESCO, 2020). The crisis significantly disrupted the delivery of education, particularly in the Philippines (Yoongyang et al., 2020). School closures to stop the spread of the disease have affected nearly 28 million students. (Philippine Daily Inquirer et al., 2020) As a result, the organization decided to gradually reopen face-to-face classes beginning in October 2021. Numerous schools are currently offering in-person instruction. Numerous schools in Butuan City applied for and were granted permission to

resume classes. Both rudimentary and auxiliary schools are to give the necessities as well as different exercises were directed to urge guardians and students to come to school. From the absence of more knowledgeable individuals to the availability of an educator who is able to effectively direct and instruct lessons, these are significant junctures in the development of educational opportunities. Another report on "Mission:" conducted by UNESCO, the World Bank, and UNICEF, also "Recovering Education in 2021" emphasized three priorities: All children and adolescents return to school and receive the individualized services necessary to meet their learning, health, and psychosocial well-being needs; Every child receives assistance in regaining lost knowledge; All educators are equipped and supported to address students' learning gaps and incorporate digital technology into their instruction.

The researcher decided to pursue the development of materials in relation to the conduct of the research study in terms of its effectiveness through validation and pilot testing in light of the concepts presented above. Because the materials that will be developed will be combined with innovations in information and communication technology, the investigation may be useful in reopening classes at our educational institution or in the post-COVID situation. As a result, the study that the researchers conducted on the development, validation, and pilot testing of Strategic Intervention Material was timely and pertinent in order to assist students in recovering from the lesson that was not clearly emphasized during the pandemic. Teachers will learn how to use the right materials for students who need remediation, enrichment, reinforcement, and supplements to learn from this study, which is also important.

DISCUSSION

In every sector, the coronavirus pandemic (COVID-19) has brought about an unprecedented crisis. This crisis has brought about the enormous conclusion of eye to eye exercises of instructive foundations in more than 190 nations to forestall the infection's spread and moderate its effect. More than 1.2 billion students worldwide at all levels of education would have stopped attending face-to-face classes by the middle of May 2020, according to UNESCO data. The suspension of face-to-face classes at all levels is linked to many of the initiatives taken by various nations to address the education crisis. This has resulted in three main areas of action: the sending of distance learning modalities through different arrangements and stages (regardless of the utilization of Innovation); the assistance of educators and communities, as well as their mobilization; as well as concern for students' health and well-being (World Bank, 2020). In addition, DepEd began work on the Brigada Eskwela-Learning Continuity Plan to ensure that students enrolled in essential education can continue their education and that teachers can provide instruction in a secure work and learning environment in the event of COVID 19. The Secretary's Office (OSEC) received input from the various strands via their lead Undersecretaries and Assistant Secretaries, as well as input from the various regions via their Regional Directors. In addition, consultations were held by the Philippine Forum for Inclusive Quality Basic Education, or Educ Forum, to gather their collective opinions. Additionally, members of the DepEd Execom met with the respective chairs of the House and Senate Basic Education Committees, Rep. Roman Romulo and Senator Sherwin Gatchalian, for a consultative meeting. The method was applied. Curriculum and Instruction was led by Undersecretary Diosdado San Antonio. The Administration strand, which was in charge of the DepEd Task Force on COVID-19 and was led by Undersecretary Alain Del Pascua, and the Planning strand, which was led by Undersecretary Jesus Lorenzo Mateo, all contributed significantly. Through their contributions, the Regional

Directors emphasized the significance of considering local realities. The Undersecretary of State, Revsee Escobedo, will hold additional meetings with Regional Directors. Brigada Eskwela, which was led by Undersecretary Tonisito Umali, the Alternative Learning System (ALS), which was led by Assistant Secretary G.H. Ambat, and the Finance strand, which was led by Undersecretary Annalyn Sevilla, the Legal strand, which was led by Undersecretary Josephine Maribojoc, all contributed. Direct input was provided by a number of directors of the Central Office (DepEd LCP et al., 2020).

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RESULTS

The assessment of Project Usability Level. Administration, scoring, time, and other factors specified in the Usability Evaluation Form were the aforementioned criteria that were displayed in the upper portion of the table. It can be deduced that the overall mean score for the Ease of Administration component for each of the ten evaluators was 4.86. This means that the verbal interpretation of Strongly Agree means that the evaluators strongly agree that the material can be easily given to the students and that the material itself can be understood by students with less teacher supervision. Moreover, the material contains a guidance which can without much of a stretch be handling by the students.

A verbal description of Strongly Agree indicates that all of the evaluators firmly agreed that it can be scored easily after the learner/s took the material, with a mean score of 4.93. This will also indicate that key answers are already included in the material, so teachers and students alike can verify whether their responses are correct or incorrect. Additionally, activities are objective in nature, preventing bias in testing. The data indicate that the mean rating for expenses is 4.86, with a verbal description of Strongly Agree. Both examinees and examiners will not have to spend a lot of resources to produce the material, according to the evaluators, who are unanimous in their assessment that the material was inexpensive. In the meantime, the content can also be accessed in PDF format, which can be downloaded by the user using any device. In the part of Time concerning every organization it has a mean of 4.87 with a verbal depiction of Unequivocally Concur. This indicates that the assessors are unanimous in their belief that the material can be administered without jeopardizing the timetable. The activities will be completed quickly by students, and because the material was included in a video lesson presentation, the instructor won't have to explain

anything because all of the examples and explanations can be found in the material compared to the video lesson.

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None

Conflict of Interest

None

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